



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Cache High School

**Target Group:** Entire School

**Target Group selection is based upon:** Alternative student tendencies/attendance and grade data

**Key Word:** Attendance

### **ABSTRACT**

Alternative students are usually “alternative” because, for whatever reason, they “march to an alternative beat,” that is, they usually have not succeeded in the regular school setting. A continuous problem that educators have in alternative settings is helping students have higher regard for education and maintain motivation to attend school and do the work (make an effort) throughout the year.

Most of us suffer from “short-timers” at some point in our lives. For students who have a record of failure in the school setting, the results are non or low attendance and loss of interest and motivation.

Employability measures rate attendance (rather the lack of) as the most common reason that a worker will lose a job. Helping students to motivate themselves to come to school is the greatest challenge we face in serving discouraged students.

This project is an attempt to note what we do right now to help students come to school, regardless of the current circumstances.

### **PROJECT DESCRIPTION**

I hope to create a baseline this year, and use information garnered here to drive the Comprehensive Guidance Program at Cache High in the future. I plan to use attendance data as a starting point.

### **Introduction**

- A lot has changed at Cache High from last year (06-07) to this year (07-08). We have a new principal and two new teachers (a 33% turnover). We also have a new, district-wide student assistance program.

### **Participants**

- All Cache High Students

### **Method**

- United front shared by all faculty, administrator, counselor and staff. We are all here to help each student succeed.
- Attitude of encouragement and a framework of academic success embedded in all classes by faculty members.
- “You can do it” attitude.
- Strength-based SEOP’s emphasizing positive character traits rather than existing negative behaviors.
- Offering students the opportunity to think about and write positive comments about Cache High school, and education in general.
- Positive referential comments regarding students, in their own presence or the presence of other students.

- High academic and behavioral expectation maintained by considering individual students situations, giving concrete boundaries, and creating a mechanism to offer hope and motivation through the opportunity to earn one's place back, and, in the process, to increase self-esteem through academic achievement.
- Teaming with Center for the Schools of the Future with bi-monthly meetings that focus on data gathering to help students come to school and put forth effort to pass classes. As we develop our relationship with them and learn more about our students we adjust the focus.

The percentage of attendance (Powerschool) for the 2007-2008 school year was 84.71.

The percentage of attendance (SASI) for the 2006-2007 school year was 90.09.

## RESULTS

- Cache County School District switched to Powerschool this year. The computer guru's at the district office state that Powerschool gives more accurate data.
- Policy changes have prompted a modification in "absence," "tardy" and "late" settings. In effect, comparing last year's data to this year's data, is comparing apples to oranges.
- Teacher observation and student and teacher report indicates that the attendance was, indeed, better this year than last, and that everyone, students and teachers alike, had a more positive regard for school this year.

## DISCUSSION

As I mentioned before, my hope for this project is to note what we are doing this year, and develop a baseline for future projects.



## **Electronic Data Reporting Template**

### **Closing the Gap Results Report (Small Group)**

**School: Cache High School**

**Target Group: Students who have racist attitudes**

**Target Group selection is based upon: Students who have racist attitudes**

**Key Word: Racism**

### **ABSTRACT**

A student transferred to Cache High from another state in January. He reported that he was very racist and that he had been arrested and incarcerated for violence against minorities. He claimed to “know it’s not right” but that “it’s just the way I was raised.” He was very charismatic and attracted many other students as friends.

### **PROJECT DESCRIPTION**

This is the counselor’s attempt to work to coordinate efforts between teachers to assist students and to 1.) minimize racist sentiment and attitudes, and 2.) help racist students become more tolerant of differences.

### **Introduction**

- Cache High is a small alternative school. Positive relationships with peers are probably the main reason students decide they want to come to school. It is imperative that we maintain high morale and positive regard between everyone at Cache High.
- A racist attitude can affect potential for success at school and in the workplace. We are living on a shrinking planet with a global economy. Employees have a greater chance of succeeding if they can learn to embrace diversity and work with all others.

### **Participants**

- Mainly, one senior boy. “Followers” were a junior boy and a sophomore boy, and a junior girl.

### **Method**

- Unite the faculty by informing and discussing observations as well as interventions based on rapport, and position at the school.
- Implement interventions (diversity education) in the classroom setting so students do not feel singled-out and to reduce resistance.
- Develop a counseling relationship in which counselor, while acknowledging the problem of a racist attitude, focuses on building a foundation of success, and reaching potential.
- Maintain a counseling focus on his motivation to graduate and the importance of having a plan to get out of a situation in which he might make a choice that would get him kicked out of school.
- Counselor monitor specific Hispanic students that the student dealing with a racist attitude had mentioned not liking.
- One (male) teacher cultivate a relationship in which confrontation plays a large part.
- Encourage all students to maintain a positive attitude about Cache High School and education.
- All faculty and staff “catch” the student “being good” as often as possible.
- Faculty, staff and administration publicly praised good behaviors of the racist student as well as the good behaviors of all students, especially those of color.

- Faculty pointed out positive qualities in members of minority groups as well as positive qualities in all students, and encouraged group work, but never forced it.

## RESULTS

By the end of the year, the student reported that there were two Hispanic students that he would acknowledge and say “hello” to in the halls. (This, alone, is an amazing success!!!) The student never participated in group work with another student that he knew was a minority student. The two Hispanic students reported that no students made racist comments to them. (Another success!)

The student dealing with a racist attitude did, however, initiate a friendship with a student who was half Mexican, but he evidently didn’t know. (The other student left school to work full time during the tenure of their acquaintance so there was no time for that relationship to develop.)

The sophomore male “follower” remained resistant to increasing tolerance toward minority groups, but open to continuing to build positive relationships with faculty and staff.

The junior male “follower” continued to be fairly passive. (He began attending the Tech school, and was not around very often.) And the female was very receptive to correction, saying that she didn’t realize what a specific term (kike) meant.

## DISCUSSION

Cache High is unique, in that it has a united faculty that is willing to develop personal (professional) relationships with students. We also have a small student body. As a counselor here, it is clear to me that all interventions are multi-faceted, and that no single person or event can account for the success or failure of an intervention. We saw tremendous gains in his attitude toward people of color.



# Electronic Data Reporting Template

## Guidance Activities Results Report (Large Group)

**School:** Sky View

**Target Group:** Entire Sophomore Class

**Target Group selection is based upon:** Sophomore Class

### ABSTRACT

We really wanted to increase the number of 10<sup>th</sup> graders taking the PLAN (pre-ACT assessment). We feel strongly that taking the PLAN for practice and for an indicator of performance will turn into an increase in ACT scores later on.

### PROJECT DESCRIPTION

#### Introduction

- By increasing the total number of 10<sup>th</sup> graders taking the PLAN assessment we will increase interest and scores on the ACT exam in their 11<sup>th</sup> and 12<sup>th</sup> grade year.

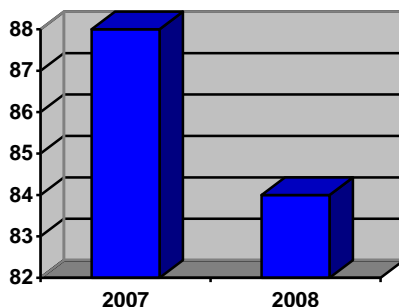
#### Participants

- 477 10<sup>th</sup> graders we targeted

#### Method

- The main delivery method was during a guidance curriculum activity in September 2008 that took place over 4 days.
- We discussed the PLAN during our visit (small group SEOP) to all of the 10<sup>th</sup> grade English classes and then invite them to sign up in our Career Center.
- All 4 counselors are involved as well as Sophomore English teachers and their classroom.
- The evaluation method was simply looking at the total number of the 10<sup>th</sup> grade students that took the PLAN in 2008 compared to that number from 2007.

### RESULTS



### DISCUSSION

We held fairly steady with the number of students taking the PLAN in 2008 as compared to 2007 but fell short of our goal of increasing that number. We feel that this number is well low of where we want it. In the future we may need to pass a sign up sheet around while discussing the test and then follow up with those students through their English class before test time.



# Electronic Data Reporting Template

## Closing the Gap Results Report (Small Group)

School: Sky View

Target Group: Seniors taking UBSCT class

Target Group selection is based upon: UBSCT test success

### ABSTRACT

Our hope by having our Seniors take courses in remediation for the portions of the UBSCT they didn't pass is that they would be successful in the February and October testing dates. We require Senior enrollment in either a UBSCT English class if either the writing or the reading portion is not passed and a UBSCT Math course for those not passing the UBSCT Math portion.

### PROJECT DESCRIPTION

#### Introduction

- The hope is to increase successful UBSCT completion by enrollment in our UBSCT Math and or English courses as Seniors.
- The Data should back up our enrolling these Seniors in this class by a better pass rate after the last administration of the test

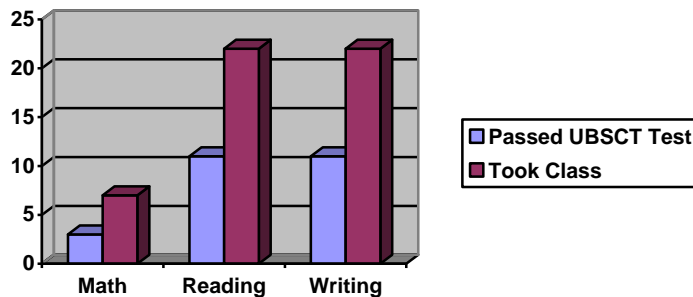
#### Participants

- The Target group is any Senior that is enrolled in our UBSCT prep course either in English or Math

#### Method

- Seniors are automatically placed in UBSCT Math and or English classes after we receive the February test results.
- Individual counselors work with their students in placement and explanation of the course.
- Follow up is made throughout the course by the teacher and administration with counselor support.
- The only measurable outcome we looked at was successful completion of the UBSCT portion that was insufficient.

### RESULTS



### DISCUSSION

As we reviewed the data we felt fairly good about the results. The majority of the students remaining that did not successfully complete the test are being serviced under an IEP and were not able to pass the test. Being the 5<sup>th</sup> time taking this test we understand the frustration of the students and their parents and we feel that we can keep looking at more interventions to help. We hope to see these numbers go up next year as we continue to support and create remediation for these students struggling with the UBSCT.